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There are three parts to this study of the language laboratory--physical arrangements, the teacher, and laboratory sessions. Special features of laboratory types, scheduling, teaching materials, language teacher education and capabilities, teaching techniques, sample lessons, and laboratory testing and grading are fully described. An appendix includes a bibliography and a teacher library collection on the language laboratory. (AF)

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Language Laboratory Teaching

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Language Laboratory Teaching

A Publication of

The Language Laboratory Subcommittees of

The Indiana State Advisory Committee for Foreign Languages

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Part I

Capabilities of Various Types of Laboratory Installations

Like any tool or instrument, the language laboratory is most useful in the hands of a craftsman who knows how to use it skillfully. As every good teacher of a modern foreign language knows, the effective use of the language laboratory is a composite of at least five elements: (1) the teacher, (2) the teaching materials, (3) the testing and grading programs, (4) the student practice sessions, and (5) the equipment. Each of these elements must meet certain criteria if the language laboratory is to produce the results expected of it.

THE LANGUAGE LABORATORY . . . How Effective Is It?

Joseph C. Hutchinson*
U.S. Department of Health, Education, and Welfare
Office of Education
Bulletin OE-27021

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* Dr. Hutchinson is a specialist in foreign languages, Division of State Grants, Office of Education. This pamphlet is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price 15 cents.

The language laboratory is in turn feared, held in awe, ignored, and exploited by teachers of foreign language throughout the country. A lab can be the difference between mediocrity and excellence in the student, but only if its capabilities are understood and incorporated into the curriculum in proper perspective.

A language laboratory is appropriate to any program which has as one of its objectives COMMUNICATION AT NORMAL SPEED AND ACCURACY IN A SECOND LANGUAGE. In the instance of Latin (indeed, of any foreign language), a laboratory can speed a more rapid internalizing of the language structure and lead to more effective mastery of the language in keeping with the student's own individual abilities. A lab can be the difference between acquaintance with and mastery of the target language. At an advanced level of learning, the laboratory can be utilized to enrich the classroom in the cultural offerings of the people who use the target language. Tapes and records are available of poems, of dramatic presentations, of music, and even of newscasts, all of which can enhance the effectiveness of instruction if used in the language laboratory. Also, the language laboratory, along with an adequate library of recorded materials, can give the advanced student practice in the refinements of language which he may have been unable to perfect in his earlier courses. A lab is a splendid vehicle for individualizing instruction. In the modular and flexible curricular organizations being developed and in the foreign language materials which feature some programmed instruction, a language laboratory is an essential tool for the foreign language teacher.

Before a foreign language teacher can plan his course of study incorporating the language laboratory, he must know the capabilities of the installation with which he is to be dealing. After a functional knowledge of the basic laboratory system is acquired, the mystery disappears and an instructor can move from one laboratory to another with a minimum of pre-class familiarization and a maximum of in-class effectiveness.

Generally speaking, a language laboratory is a room in which students may, with the aid of individual audio equipment, hear a programmed lesson and respond individually. The type of equipment available and the capacity of this equipment determines the classification of the laboratory as listening, audio-active, or audio-active-record. It may be either a stationary location, portable lab, or electronic classroom. In some instances it may be only a tape recorder. And there is as much variation in the equipment as there are manufacturers.

Although tape recorders are the common lesson sources in the language laboratory, record players, radios, microphones, and other audio instruments may also be used. In addition, the "input"

opening on the console will also permit the use of a movie projector or some other machine which is not a permanent part of the lab but which might be used occasionally in conjunction with the lab facilities. There are virtually no restrictions as to the capabilities of the language laboratory because of lesson sources. A teacher in doubt about this potentially should check with the audio-visual department, the industrial education department, or with a student who is a ham operator. Any of these will be happy to "experiment" with the laboratory and to help find the proper way to connect auxiliary machines. One word of caution: a teacher should not wait until the class is seated in the laboratory to try something new or to ask advice. If the teacher experiments in advance, valuable time will not be lost if something does not work out too well the first time it is attempted.

The console is the "brain" which controls the language laboratory. Without this component, there could be no language laboratory, since there could be no program selection, monitoring, and the like. While there are many different types of consoles, there are certain common characteristics which one can expect to find on any console. These are:

1. *Power supply.* This is usually a toggle switch or a key, located in a conspicuous position, which turns on the power to the console and to the student positions.
2. *Lesson source selector switches.* Much variation may be found in this. There may be a separate selector for each student position, for a group of student positions, or for an entire row. This switch permits the teacher to select the lesson source which is channeled to the student.
3. *Monitor switch.* This permits the teacher to listen to individual students without interrupting the lesson. This switch may also incorporate a teacher-student intercommunication system.
4. *All call switch.* This is usually a spring-loaded switch which permits the teacher to interrupt a lesson source and speak to the entire class at the same time.

While all of these comprise the essential elements of a console, there may be many other features which are unique to a particular system. These are only those elements which are the most common and which one would expect to find on any console.

The student positions, like the console, are quite varied. *It is the capability of the student position which determines the type of laboratory installation.* By type, we here refer to listen (audio), listen-respond (audio-active), and listen-respond-record (audio-active-record) facilities. If the student hears the lesson source, but cannot hear his own response, he is in a listening laboratory. Similarly, if he can listen, respond, and hear his response, he is in a listen-respond (audio-active) laboratory. Finally, if he has a machine in his booth which enables him to record his responses, he is in a listen-respond-record (audio-active-record) laboratory. Some labs use both a listen-respond and a listen-respond-record facility in the same room. This, of course, permits more variety in the use of the laboratory.

In the listening laboratory, the student may perform one function: he may listen. If he repeats, this type of installation does not transmit his voice back to him electronically. He may hear his voice, but it will not be through the headset. While there is no doubt that a higher degree of concentration will result, the fact that the student is in a relatively passive situation will neutralize any effect of this exercise. As all teachers of foreign language are aware, there must be active participation for language learning to take place. The monitoring of such a setup also requires that the teacher approach the student to listen to his recitation and thus classwork or class activity is interrupted. Normal classroom recitation and drilling would often prove as effective if not more so.

The listen-respond or audio-active installation is perhaps the best installation for the average secondary school. It is not nearly so expensive as the audio-active-record installation, since it does not have individual recorders in the student positions. On the other hand, it permits the student to hear his response through the headset and not through his bone structure, which highly distorts it. He is therefore in a better position to be critical of his own response, once he has been taught to evaluate his own performances, since the sound is more natural. In addition, this installation allows the teacher to monitor the student individually and note any problems he may be having—and to model and correct his problems privately. Also, after a teacher has monitored the class for some time, he is better prepared to decide what part of the previously presented material needs reinforcing in the classroom. Many times in the classroom individual problems are not obvious because they are swallowed up in the choral response of the group. If, on the other hand, the teacher must stop the entire class to listen to one student repeat or to correct a student—he is taking valuable drill time from the rest of the class. It is not at all to be gathered from the preceding statement that there should be no individual response or that students should not be corrected in class: this *must* be done, but when a class is in the language laboratory in a listen-respond setup, the teacher can work with one student and at the same time have the rest of the class continue with the lesson.

The audio-active-record lab has all of the capabilities of the audio-active, and, in addition, the student can record his response.

There is more and more doubt being expressed as to the value of this activity on a secondary school level. It has been pointed out that, for the most part, beginning students are not capable of hearing and correcting their own errors. Even if they can isolate an incorrect sound, they do not know how to make the necessary adjustments with the lips or the tongue to correct it. Also, if a student records his responses for a period of his lab time, he must then spend the same amount of time listening to that recording. This cuts down his active drill time by half. Many secondary school lab schedules provide the student with only a twenty minute laboratory segment—ten minutes would then have to be spent drilling and recording and ten minutes listening to the recording. It has been suggested that the student would be better off repeating a drill for a second time, with the possibility of teacher correction and help, rather than just listening to a recording he has made. Certainly the second repetition of the exercise offers a greater potential for reinforcement and for class control if the students are to be engaged in the more active of the two exercises.

There are, however, certain advantages to having an audio-active-record lab. The most obvious advantage which comes to mind is in the area of the recorded speaking test as provided by some of the testing services today. Pre-recorded tapes may also be given to students, who may then proceed at their own speed, repeating several times one phrase or pattern which is particularly troublesome to them. They would not be able to repeat if the teacher were controlling the tape from the master console. This kind of preparation of tapes also allows the teacher to individualize instruction and to keep various segments of the class working at the pace and at the level most appropriate to their stage of development. The audio-active-record lab also offers the possibility of having students record periodically on their own individual tapes, maintaining a record of development and progress. In many instances this has proved to be a motivation to students, since they become aware of their progress over a period of time. In any record situation the teacher should always be present to assist the student who, while he may hear the error he is making, may not be able to correct it.

There is very little difference between the audio-active lab and the electronic classroom. The major difference between the two is that in the electronic classroom there is generally no separation of individual students as there is in a language laboratory, and, as the name implies, the electronic classroom is used primarily as a classroom and secondarily as a lab, while the language lab has but one function. The cost differential between the electronic classroom and the stationary lab has sometimes played a role in school decisions. Most systems initiating electronic classroom facilities tend to install three or four of these classrooms and thus increase the time and efficacy of their lab schedule. With some of the latest installations such that at the Burris Lab School in Muncie, Indiana, it is quite difficult to determine if one is in a language laboratory or an electronic classroom. Actually this is unimportant if the objectives of the installation are realized, because these do not vary greatly in the services and uses possible. Multiple electronic classrooms in a school do, however, help alleviate the scheduling problems which arise from a single stationary laboratory.

Indiana offers numerous examples of the kinds of installations in use. The Burris Lab School in Muncie is a good example of a combination of the electronic classroom and the stationary language laboratory. The headsets are in a console-controlled tray which is raised and lowered from the ceiling. During regular classroom activities, the tables serve as desks, having bellows recessed into them between each two students. When the time comes to work with the lab facilities, the teacher lowers the trays and the students extend the bellows to form booths. Each student then takes the appropriate headset from the tray. Volume control is individual, with a knob located on one side of the headset.

This installation has two rooms which serve as labs, with the console in a control room between them. The teacher is at the back of the class when operating the console, and is separated from them by a glass and wood enclosure. The console is built at right angles to the students with the control room on a raised platform. Thus the teacher has an unobstructed view of the class. In addition, there is a small room directly in front of the console which has six audio-active-record positions. This room is isolated from the console by a glass partition. *(See Figure 1.)*

The school has an enrollment of approximately 950 in grades K through 12. About 350 students are enrolled in foreign languages. Two of the instructors at the school have had extensive instruction in the use of this equipment. Furthermore the company which did the installing has a local representative who is available if needed.

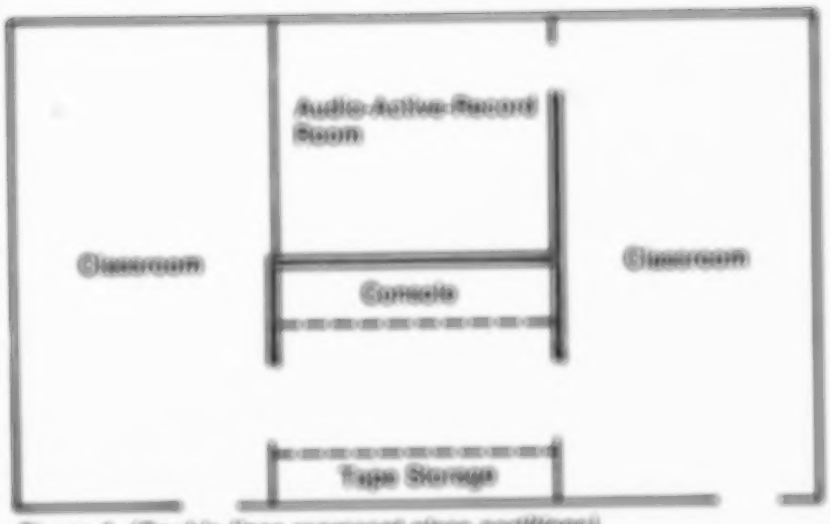


Figure 1. (Double lines represent glass partitions)

Evansville North High School is a good example of a "pure" electronic classroom installation. This school has an approximate enrollment of 2,000 students, of which 400 are enrolled in a foreign language. Courses are offered in Spanish, French, German, and Latin, in grades 9 through 12. This school has chosen to have electronic classroom installation instead of a stationary language lab. The equipment is located in two classrooms. There is a console, but student positions are merely chairs with a writing tablet on one arm, as are common in many classrooms. Headsets are suspended from the ceiling. According to the manufacturer's brochure, "The . . . headset allows direct transmission of the student's speech to his ears in a method similar to the sensitive physician's stethoscope. This is accomplished by an acoustical tube running from earphone to earphone and passing in front of the student's mouth." The appearance of the headset is quite similar to that of a football player with a protective bar attached to the front of his helmet.

The use of the electronic classroom appears to be integrated satisfactorily into the regular classroom presentation. The number of positions in the room is sufficient, but if another class wants to use the electronic classroom, it necessitates a move for both groups. For this reason, some problems might arise from time to time. Students who are in the electronic classroom daily seem to have ample opportunity to practice, but those in other rooms would not. There is no one individual in charge of scheduling the rooms in advance.

The teaching staff has attended several in-service training sessions in the use of the electronic classrooms and manuals are available. A preventative maintenance contract provides for general upkeep of the equipment. In addition, there is an Audio-Visual Coordinator in the building who can be called if some technical problem arises. Considering the teaching materials available from control room, the school has an enrollment of general, the sound quality of the material is good, and there is enough variation by the instructors to maintain an interest on the part of the students.

North Central High School in Indianapolis has probably one of the most complex systems in Indiana. There is a control console room with three laboratories radiating from it. Of the three laboratory rooms, two are listen-respond-record and one is listen-respond. There are 90 positions in the combined rooms. Each room has two channels at the console and a total of 10 channels available from the control room. The school has an enrollment of about 2700 students and a staff of thirteen in the Foreign Language Department.

In this situation, the language laboratory was an integral part of the overall building plans of the school; otherwise, it would have been quite difficult to have installed such a laboratory complex. A laboratory technician and student assistants maintain the lab and attend to scheduling. Classes are scheduled weekly, but changes may be made each morning if necessary. A staff member can determine at any time if there is to be a lab available later on in the day. This appears to be a very effective and highly organized system.

The teaching staff has received training in the operation of the lab and tapes are set up for them prior to class to facilitate their operations while in the lab. The texts have been adapted to the lab and much supplementary material is available in the tape library which the staff has accumulated.

Arsenal Technical High School in Indianapolis was one of the first schools in Indiana to adopt an audio-lingual approach. In 1958 a joint decision was reached by the administration and the teaching staff to incorporate a language laboratory into the foreign language program. The present enrollment is near 4800, and of these, about 800 are enrolled in foreign language. Of the eight staff members, two have attended NDEA institutes, and all are familiar with audio-lingual program techniques. A complete text is being used and advanced classes use the lab once a week.

The booths and consols in this laboratory are custom-made, and six channels are available. Many booths are also equipped with recording apparatus. One teacher is generally responsible for the scheduling of the lab, and the department members rotate this job.

Because of a shortage of booths in this installation (28), a portable lab is also used. This consists of a console on wheels and a number of headphones of the inductive type. There are no wires connecting the headphones and the console, and the system works like that of an FM radio. The console actually broadcasts the program, and each headset, in effect, is a tiny radio receiver. There is also an intercommunication facility incorporated into this system. While this portable classroom lab may be used effectively, the teachers seem to prefer the language laboratory. It offers more variety in the form of additional channels and eliminates headset distribution and collection.

Those planning the installation of language lab facilities should visit several to discuss with teachers the advantages and disadvantages of their lab facilities. Of course, each type of laboratory installation has its own strengths and weaknesses. However there is no language laboratory which can do an effective job without an effective teacher in the coordinated classroom. The language laboratory is a teaching aid or a teaching tool, not a teaching substitute.

Scheduling of Classes in the Language Laboratory

The scheduling of classes in the language laboratory will depend on the number of classes using the equipment and the levels of learning of these classes. Much of the time in first- and second-level classes is spent in developing listening comprehension and speaking skills. Thus where teacher and class schedules permit, first- and second-level classes should be given more time in the laboratory than classes of third and fourth levels. Pupils on a secondary school level seem to achieve maximum performance in practice periods of 15 to 20 minutes. Therefore two teachers may be scheduled for laboratory usage in periods lasting for forty minutes or more. Laboratory scheduling should be as flexible as possible to permit adjustment whenever necessary with the consent of the staff members involved.

With these assumptions in mind, department chairmen may work out a schedule showing the days of the week and class periods, entering teachers' names in the proper spaces. After the schedule has been approved by the department members and the necessary administrative officers, copies should be given to each teacher in the department and posted in convenient places, especially in the language laboratory. *(See Lab Schedule 1.)*

Some schools in a fifty-five- or sixty-minute period format permit teachers to sign up for the times they wish to use the laboratory. Schedules are posted each Monday and teachers sign up for the week or day by day as their own plans and class progress indicate readiness for laboratory practice. The school whose scheduling system is illustrated *(Lab Schedule 2)* has two laboratories side by side with a workroom between. Each lab has a separate schedule.

Period	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
8:11	Jones Smith	Jones Brown	Jones Smith	Jones Brown	Jones Smith
9:10	Smith White	Brown Green	Smith White	Brown Green	White Green
10:09	White Jones	Green Jones	White Green	Green Jones	Green White
11:08	Smith White	Brown White	Smith Brown	White Brown	White Smith
12:07	Green Jones	Green Brown	Brown Jones	Green Brown	Green Jones
1:06	Jones Smith	Brown White	Jones Green	White Smith	Brown Green
2:05	Smith Jones	White Green	Smith Jones	White Green	Green White

Lab Schedule 1. *Roosevelt High School** *Language Laboratory Schedule 19.....-19.....*

Laboratory periods last 25 minutes.

White 15 Periods Per Week
Green 16 Periods Per Week
Jones 15 Periods Per Week
Brown 12 Periods Per Week
Smith 12 Periods Per Week

Periods are flexible and may be switched by mutual consent of the teachers concerned.

Approved: H. W. Leader, Principal

E. Taylor, Department Chairman

* This is the format of the laboratory schedule of Roosevelt High School (Gary, Indiana). The teachers' names have been changed.

	Period 1	*Period 2*	*Period 3*	*Period 4*	*Period 5*	*Period 6*	*Machine**	*Room*
Monday	Smith		White			Braun	Per. 1 Filmstrip Projector	315
	Green	Green	Smith	Braun		Green		
	White	Braun	Smith	Ely	White	Smith		
Tuesday	Ely	Ely	White	Smith	Smith	White	Per. 4 Recorder Per. 6 Record Player	311
	Evans	White	White	Braun	Ely	Braun		
	Green	Braun	Green	Green		Smith		309
Wednesday		Ely	Braun		Ely	Braun (Testing)		
	Evans	Evans		White	Braun			
	Green	Braun	Green	Ely	White			
Thursday	Smith/White Testing	Ely	Braun	Braun	Smith	White	Per. 1 Projector Per. 3 Projector	309
			Smith	Ely		Smith		
		Green	White	White	Green	Green		315
Friday	Evans	Evans		Smith		Devon		
		Ely	Ely			Devon		
			Devon	Devon		Devon		

Lab Schedule 2. *Foreign Language Laboratory* *Room* ..... *Week of* .....

* Departmental machines are checked out on this schedule because laboratory assistants are responsible for checking equipment every period.

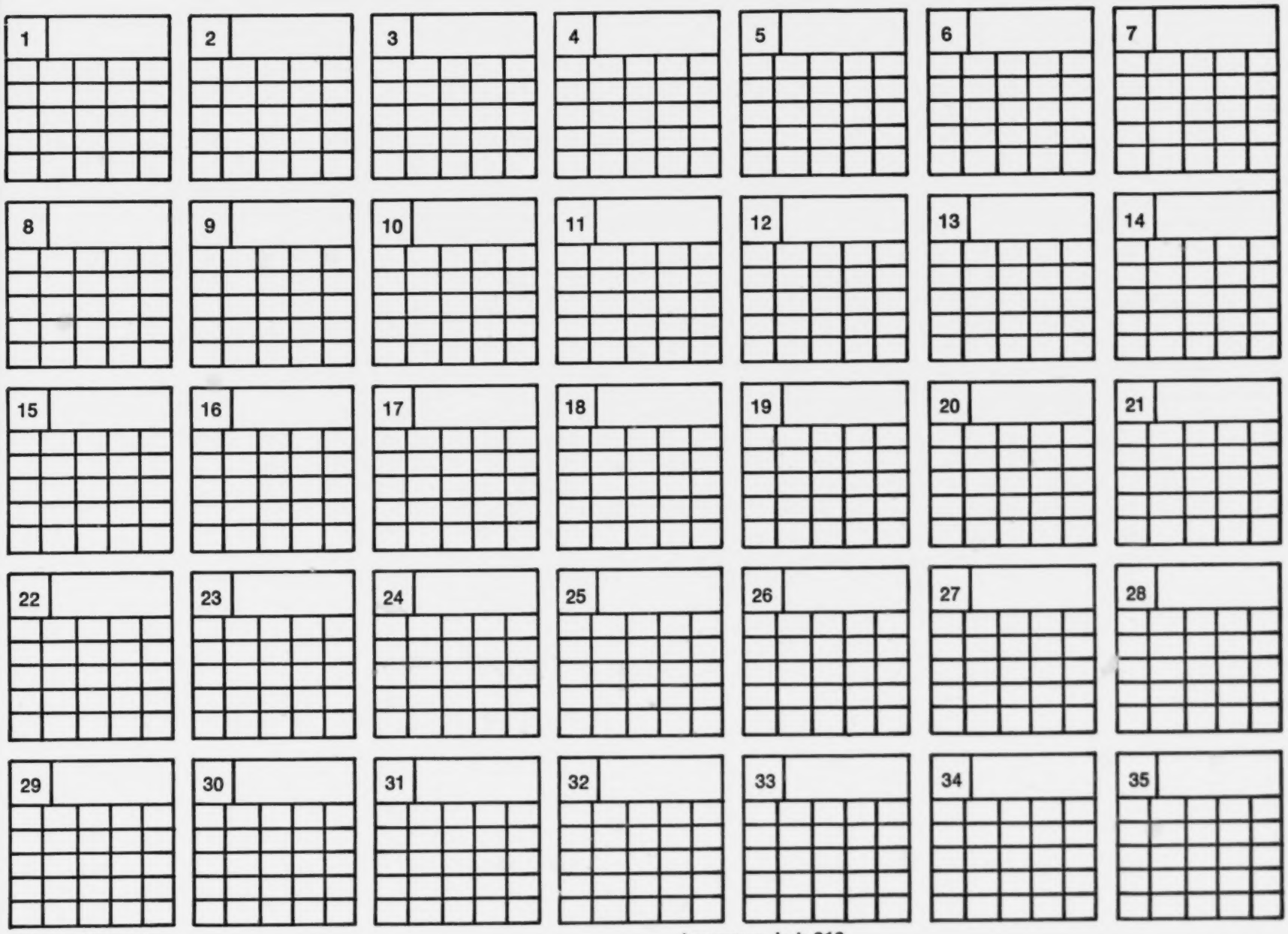
This foreign language department also has several machines (tape recorders, 16mm projectors, filmstrip projectors, record players, and the like) stored in cabinets in the work room. Teachers wishing to use these machines also sign out the machines on the lab schedule.

The foreign language classrooms are grouped around the laboratory facilities in such a way that no group has to pass more than one classroom to enter the lab. These lab facilities also have the potential for broadcasting through speakers mounted in the foreign language classrooms. One obvious advantage of these speakers is that they enable teachers to use newscasts and radio programs in a natural framework. This lab facility and lab scheduling system is used in Lincoln High School, Lincoln, Nebraska.

Teachers in Lincoln High School use laboratory seating charts set up for rapid and simple evaluation of the performances of their students. (See Seating Chart 1.) Departmental policy urges continual and frequent evaluations and recommends one simple evaluation scheme as follows:

5 Excellent Performance
3 Good Performance
1 Minimal Performance
0 No Response beyond Simple Echo

The teachers have found that continual monitoring with correction and evaluation increase the effectiveness of the laboratory sessions from the standpoint of student progress. Students are aware that they are in a constant evaluative process and are often eager to demonstrate their prowess. No evaluation except the 5 (Excellent Performance) could be given without the knowledge of the student in this framework because any other evaluation requires that the teacher work with the student. These seating charts are duplicated and available in the lab.



Seating Chart 1

Language Lab 313

The labs at Lincoln High School are handled by student assistants. This means that the teacher's materials are always ready to go when the teacher arrives with the class. It is an interesting footnote that only about half of these people who become student assistants are foreign language students; a great number of the student assistants are boys from the industrial arts classes and from the pool of audio-visual assistants maintained in the school.

Columbus Senior High School, Columbus, Indiana, has facilitated the scheduling and use of three electronic classrooms by establishing a standard room arrangement. Thus, when one class passes from its regular room to the electronic classroom, every student is automatically in his own seat. (See Seating Chart 2.) In this way 105 classes a week have access to the three electronic classrooms. The electronic classroom facility at Columbus has a console in the front of the room with the headsets mounted in troughs which can be raised toward the ceiling when not in use.

The department stipulates that first-year classes should have three lab sessions a week; second-year classes, three sessions; third-year classes, two or three sessions; and fourth-year classes, one laboratory period a week. Fifth-year classes have no lab periods.

If teachers or laboratory assistants are willing, a library-type schedule for using the language laboratory before or after school may be instituted. Many schools are now building study booths or carrels in their library facilities for individual study during free time. In such arrangements pupils may come voluntarily or at teacher suggestion to work on specific problems. This kind of facility also offers needed help to the student who has been absent or who is a slower learner. Again, the students should understand that drill periods should probably not be more than 20 to 30 minutes long.

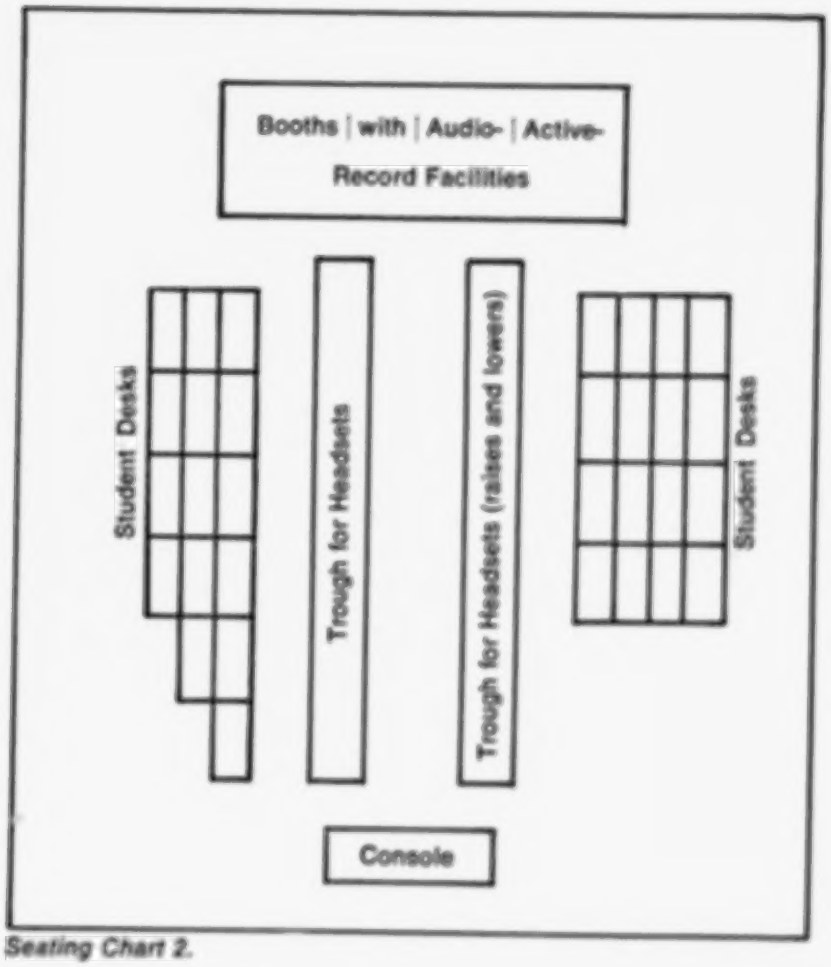
Of course, every laboratory schedule depends on the installation, the number of classes to be accommodated, the levels of the classes involved, and the physical location of the foreign language classrooms in relation to the lab. Generally it is impossible to judge the efficacy of a language laboratory in any single school without evaluating the complete foreign language program. In *Modern Foreign Languages in the High School: The Language Laboratory** Joseph C. Hutchinson recommends a series of self-study questions about the effectiveness of a language laboratory. It is obvious from these questions that no evaluation of a lab is possible without study of the entire foreign language program.

1. Is emphasis given in the beginning course to the listening and speaking skills, with gradual progression to reading and writing? Are the audiolingual skills maintained and developed by increasing the difficulty of the material in the courses which follow?
2. Are the basic materials used in class for the first-year course also practiced with recorded models during laboratory sessions? Are students required to memorize these materials? Do the recordings present a variety of native voices as models for student practice?
3. Do all foreign language students have an opportunity for regular and frequent practice with the recorded materials? Is the language laboratory used in both instructional and study situations? Are listening and speaking skills tested frequently?
4. Are learning sequences followed through in laboratory sessions? Do students have opportunities for both listening and listening-speaking practice? Do students also practice a variety of pattern drills related to the mimicry practice? Does the teacher consolidate and exp'oit the skills learned in laboratory sessions by recombining the practice materials into new situations during other activities and later on in advanced courses? Is the equipment also used for presenting literary and other cultural materials?
5. Do the students show an active and continued interest in laboratory sessions by their alert responses to the practice material? Do they attempt to practice the language outside the formal class and laboratory sessions? Is there noticeable improvement in the spoken responses of students? Do they show a higher degree of confidence in using the spoken language? Can the students understand a variety of native speakers within the limits of familiar vocabulary and structures?
6. Have all the teachers using the language laboratory had more than a few hours of in-service training and practice with the equipment? Has the school used the services of the state foreign language supervisor? Do all the foreign language teachers have a recorder or a playback machine in their classrooms for regular use? Are the teachers permitted to use this equipment at home for reviewing, evaluating, and preparing materials of various kinds or even for improving their own language proficiency? Are any of the teachers overburdened with chores related to the use of language laboratory equipment? Have the teachers developed confidence in their use of the equipment? Do the teachers continue to work with students while the equipment is presenting practice materials?

* U.S. Department of Health, Education and Welfare, OE-27013, Bulletin 1961, No. 23, Reprinted 1961, 1962, 1963, and 1965.

7. Have mechanical failures, poor quality of sound, or administrative problems related to the equipment reduced its effectiveness as an aid to instruction?

No laboratory scheduling system can accomplish foreign language mastery by itself. The laboratory must be incorporated into a foreign language teaching situation as a tool, integrated with course materials and good teaching. Laboratory work must be carefully integrated into the course work and the students given careful preparation for the lab experience. In addition, performance should be checked in some manner after the laboratory session on the materials used during the session. Without these techniques the language laboratory is ineffectual and, like workbooks, merely occupies the students while releasing the teacher from the chore of conducting class.



Seating Chart 2.

Teaching Materials in the Language Lab

It is quite by accident the publishers are chained to the printing press—a technological accident that goes back to the ancient guilds and before that, likely, to the scribes who made copies of manuscripts. I cannot believe that this is a useful remnant of the past if their object is to produce materials for young learners. If what we are discovering about the learning process is correct, they will have to find ways of producing film, of making construction kits, of devising demonstrations that go with the printed word . . . . The textbook publishing house of the next quarter century will, I think, look like a quite different shop than it does now.

Jerome S. Bruner

Before the 1967 Indiana textbook adoption, professional groups, such as the Indiana Foreign Language Teachers Association with its constituent Indiana AAT chapters, and the Indiana State Consultant in Foreign Languages, Miss June Gibson, urged that the members of the State Commission on Textbook Adoption pay particular attention to complete programs rather than to only the text portion of teaching materials. This recommendation grew out of the fact that the trend in education today is a movement toward multi-sensory or multi-media approaches in the development of teaching materials.

No discussion of the efficacy of the language laboratory is complete without reference to the fact that the most effective lab applications come from instructional situations built upon integrated teaching materials composed at least of student text, recorded laboratory exercises and tests, and teacher's text or manual.

Considering the wealth of materials available, without any reference to the teacher's proficiency in the language he teaches, it is uneconomic and inefficient for him to prepare his own recorded materials for instruction in the foreign language classroom or language laboratory. Certain criteria are important in selecting tapes and other recorded materials for the school's foreign language program. The best tapes are prepared by well-trained specialists, recorded by authentic native voices at normal speed and on good quality tape for lasting performance. The materials presented on tape should be closely related to the structure drills with a variety of speakers being used in order to familiarize the student with many different voices and to prepare him for realistic conversational situations. In the dialogue, each speaker possesses the desired characteristics of the role which he is presenting, i.e., a child taking a child's part, so that a true-to-life conversation is created. Tapes using speakers whose intonation and articulation have been contaminated by acquired English speech habits should be avoided.

A series of tapes should include a good variety of intelligent exercises on the dialogue, pronunciation, intonation, and pattern drills which stress structural difficulties and which teach vocabulary in context. Additional materials such as comprehension exercises, dictations, and literary texts which illustrate cultural content revealing the thoughts and attitudes of the people who speak the target language should also be an integral part of the program. The recorded material of each unit must be adequate in length to be of value to the student and appropriate to his age and level of learning.

Much importance should be given to the amount of time allowed for student practice. In addition to a good script, the instructions (preferably in the foreign language) should be clearly stated so that the purpose of the drill is immediately obvious to the student.

In making a selection, the teacher should also consider whether there are oral examinations available which cover the materials being studied. Frequently oral tests are lacking, especially in the area of reading. In an oral-aural approach, there must be provision made for oral-aural testing.

Students must realize that the materials presented on tapes and discs are an important and integral part of the course. A successful teacher will encourage the student to take advantage of the available materials and of the time allotted for practice drills.

After taking conscientious evaluation of educational content, presentation, and integration of recorded materials with the student text, the teacher should devote his time to teaching and to grading student performance. The teacher can create or construct the most meaningful instructional climate possible for the learning of foreign language, and he will have met the first requirements for developing an effective language laboratory program. *The language laboratory program can be no more effective than the total foreign language program of which it is a part.* The language laboratory, like any other teaching tool—the blackboard, the overhead projector, the wall map, the workbook—can be evaluated only in terms of its use and efficacy in the total teaching situation.

Part II

The Foreign Language Teacher with Successful Laboratory Teaching Experience

When I teach people I marry them. I found this out last year when I began the orchestra. To do what I wanted them to do they had need to be like me. More than that. They had to be part of me. I found that for good performances we had to be one thing. One organ. . . .*

At opposite ends of the broad spectrum of foreign language teachers who use the language laboratory successfully are two types of instructors:

1. the teacher with extremely good proficiency in the target language and with considerable teaching skill who wishes to bring the students to the best possible performance in as efficient and as effective a manner as possible;
2. the teacher with low proficiency (or barely adequate command of the target language) who has enough knowledge of the requirements of good teaching to realize that his or her students need better models than he or she can provide.

All foreign language teachers who have had good teaching experiences using a language laboratory have used the lab in the development of listening and speaking skills. Even in the advanced courses, although the materials being used differ greatly from those used in first-level courses, these instructors are attempting both to sustain the listening and speaking skills which have been developed and to refine the performances of the students. The language laboratory can, of course, be utilized for many purposes, but it is most effective in working with listening and speaking skills. The late Dr. Norman DeWitt of the University of Minnesota once said that a screwdriver could conceivably be used as a bottle opener, but that if it were so used it should not be criticized for being a poor one. This analogy also holds true for the language laboratory—it can be used for other purposes than the development of speaking and listening skills, but if it is, its effectiveness should not be questioned.

The foreign language instructors who are successful in their use of the language laboratory generally tend to be those who are best informed in all areas related to foreign language teaching: culture, literature, education, psychology, and linguistics. As members of professional organizations they are constantly in a process of being brought up to date and avail themselves of the workshops, seminars, and institutes open to them.

Usually, the instructor who finds the language laboratory an asset to his foreign language teaching has had some kind of formal training in the use of the foreign language laboratory other than the familiarization sessions offered by the installing company. This type of instructor is constantly attempting innovative techniques in laboratory usage (i.e., the integration of filmstrips with taped presentations, the use of visual cues in conjunction with oral drills, and the like).

The foreign language teachers who use the language laboratory most successfully are those who have some of the following beliefs about the use of their facilities.

* Sylvia Ashton-Warner, *Teacher*, Bantam Books (Simon and Shuster, Incorporated), 1963.

1. The materials used in the language laboratory must be part of an integrated program and as such must constitute an integral part of the instructional plan.
2. The language laboratory sessions constitute an integral part of the instructional program and as such exhibit all the characteristics of the instructional program—evaluation of student performance in the language laboratory is part of the teaching process and tests and quizzes are integrated into the teaching program.
3. The scheduling of language lab sessions should not be so much a matter of amounts of time per week or regular meeting periods but of readiness for lab practice.
4. Student sessions in the language lab should always be accompanied by teacher (or teacher aide) monitoring and correction.
5. Laboratory practices must be as carefully planned and supervised as any other activity in the teaching program.

In general, the successful teachers in language labs believe that the laboratory session should never be used for the introduction of new material. Best results occur when the lab session is used for practices designed to help the student to master structure, for recombination drills or manipulative exercises, and for listening comprehension which involves some kind of evaluative procedure. These instructors know that the lab must sometimes have the same function as its sister, the chemistry laboratory. In that role it must be used to prove or to demonstrate that which has been learned in another guise. These teachers realize that the language laboratory, like any other teaching tool, is only as good as the teacher using it and the materials he or she has chosen. The best laboratory teaching experiences are within the framework of the soundest and best structured overall instructional plans.

Teacher Training in Foreign Languages

The *Guidelines for Teacher Education Programs in Modern Foreign Languages*, the recommendations of the Modern Foreign Language Teacher Preparation Study of the Modern Language Association in cooperation with the National Association of State Directors of Teacher Education and Certification with the support of the Carnegie Corporation of New York, represent the finest delineation of foreign language teacher preparation yet defined.

Guidelines for Teacher Education Programs in Modern Foreign Languages

A. The Preparation of the American School Teacher

The preparation of a teacher in this country usually consists of: *general education*, courses and experiences which help him to become a well-educated person; *academic specialization*, courses and experiences which help him become proficient in an area of concentration; and *professional education*, courses and experiences which help him prepare himself as an educator.

The statement which follows is concerned only with *academic specialization and professional education*. It is intended to define the role of the modern foreign language teacher, to state the minimal competence which should be provided by a training program, and to characterize such a program.

B. The Modern Foreign Language Teacher in American Schools

The teacher of a modern foreign language in American schools is expected to:

1. Develop in students a progressive control of the four language skills (listening, speaking, reading, writing).
2. Present the language as an essential element of the foreign culture and show how that culture is similar to and different from that of the United States.
3. Present the foreign literature in such a way as to bring the students to understand it and appreciate its values.
4. Make judicious selection and use of approaches, methods, techniques, aids, material, and equipment for language teaching.
5. Correlate his teaching with that in other areas.
6. Evaluate the progress and diagnose the deficiencies of student performance.

C. Minimal Objectives for a Teacher Education Program in Modern Foreign Languages*

The program to prepare a beginning modern foreign language teacher must provide him with the opportunity to develop:

1. Ability to understand conversation at normal tempo, lectures, and news broadcasts.
2. Ability to talk with a native with a command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronunciation.
3. Ability to read with immediate comprehension prose and verse of average difficulty and mature content.
4. Ability to write a simple "free composition," such as a letter or message, with clarity and correctness in vocabulary, idiom, and syntax.
5. An understanding of the differences between the sound systems, forms, and structures of the foreign language and of English and ability to apply this understanding to modern foreign language teaching.
6. An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own. First-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.
7. Knowledge of the present-day objectives of modern foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives. Knowledge of the use of specialized techniques, such as educational media, and of the relation of modern foreign language study to other areas of the curriculum. Ability to evaluate the professional literature of modern foreign language teaching.

D. Features of a Teacher Education Program in Modern Foreign Languages

An institution that seeks approval of its modern foreign language teacher education program accepts the responsibility for demonstrating that its program provides students with the opportunity to acquire the competencies named above. It is characterized by the features listed below.

1. The institution has a clearly formulated policy concerning admission to, retention in, and completion of the program. The statement of this policy includes precise information about when and how to apply for admission to the program and what criteria are used in screening applicants; it states the minimal achievement required for successful completion of the program and indicates when, how, and to what ex-

* Based on the "Good" level of the "Qualification for Secondary School Teachers of Modern Foreign Languages," *The Bulletin of the National Association of Secondary School Principals*, XXXIV (November 1950), as revised in Wilmarth H. Starr, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," *PMLA*, LXXVII (September 1962), Part 2.

functional criteria students are eliminated from the program. A printed statement of this policy is available to all who request it.

3. The institution evaluates the previous language experience of all applicants for admission to the institution as well as that of applicants to the modern foreign language teacher education program through the use of proficiency tests in the four language skills. It uses the results of such evaluation for student placement in modern foreign language instruction.

4. In order to provide candidates of varied backgrounds with the opportunity to achieve at least the level of "Good" in the seven areas of competence outlined in section E above, the institution offers, or provides by special arrangement, instruction in:
   a. The four language skills (listening, speaking, reading, writing). This instruction includes regular and extensive exposure to several varieties of native speech through teachers, lectures, native informants, or mechanically reproduced speech, and exposure to several varieties of the written language through books, newspapers, magazines, documents, etc.
   b. The major works of the literature. This instruction is largely or entirely in the foreign language.
   c. Other aspects of the culture and civilization. The instruction includes the study of the geography, history, and contemporary civilization.
   d. Language analysis, including a study of the phonology, morphology, and syntax of the modern foreign language and comparison of these elements with those of American English.
   e. Professional education, including a study of the social foundations and the organization of public education in the United States, human growth and development, learning theory, and curriculum organization including the place of foreign languages in the curriculum.
   f. Methods of teaching modern foreign languages. A study of approaches to, methods of, and techniques to be used in teaching a modern foreign language. There is instruction in the use of the language laboratory and other educational media.
5. The institution provides an opportunity for systematic, supervised observation of a variety of modern foreign language teaching situations of differing quality in elementary and secondary schools, at beginning, intermediate, and advanced levels of instruction, in classroom and language laboratory.
6. The institution provides student-teaching experience under expert supervision in which the candidate can demonstrate his actual or potential ability to be a modern foreign language teacher.
7. The institution has a staff whose combined competencies are superior to the level of instructional proficiencies which are the objectives of the program. The teachers of the methods courses and the classroom teachers (cooperating teachers) who supervise the student teaching are experienced foreign language teachers and are themselves proficient at least to the level of "Good" in the seven areas of competence. In addition, the cooperating teachers are interested in having student teachers work under their supervision.
8. The institution maintains a curriculum library containing the materials and equipment commonly used in teaching modern foreign languages in elementary and secondary schools.
9. The institution provides all students of modern foreign languages with such opportunities for reinforcement of their classroom learning as a language laboratory, foreign films, plays, and lectures; language reading and listening rooms with books, periodicals, records, and tapes; language houses and language tables.
10. The institution, if it does not have its own program outside the United States, calls to the attention of all foreign language majors specific foreign study programs which have been carefully selected.
11. A candidate's achievement in the seven areas of competence is evaluated through appropriate tests, his teaching skill is appraised by experts, and the results of the evaluation and appraisal are available for advising him in his continuing education and for recommending, licensing, and employing him. His readiness to teach is certified in the name of the whole institution. An official designated to make such certification is able to demonstrate that he has received information about the candidate from all units in the institution concerned with the candidate's preparation.

As professionals we must realize that our knowledge and our resources become stagnant and even obsolescent far more rapidly today than ever before. The latest is not necessarily the best, but the professional teacher has to evaluate it from the standpoint of knowledge, not guesswork or aversion to change.

Part III

Teaching Techniques in the Language Laboratory

. . . One of the best established findings of educational research is that a major source of variation in pupil learning is the teacher's ability to promote that learning. Exactly what this ability consists of is not certain, but we have strong evidence that along with knowledge of subject matter there is involved the teacher's ability to organize this content and present it with due regard for the pupil's ability and readiness to acquire it.

John B. Carroll, "The Contributions of Psychological Theory and Emotional Research to the Teaching of Foreign Languages," *Trends in Language Teaching*, Edited by Albert Valdman, McGraw-Hill Book Company, New York, 1966, page 96.

Foreign language students frequently dislike the language laboratory intensely. When asked about this dislike, these students refer to the boredom of the lab period, the monotony of the lab drills, or the fact that the lab doesn't help. Most of these complaints stem from the fact that teachers often fail to plan the lab period with the same care they devote to their other class activities. Very often the lab fills the same kind of busywork gap once filled by the paradigm exercises of the old-fashioned workbook. The student is not prepared for his lab experience in the same way that he is prepared for other classroom procedures. He is not evaluated and informed of his progress there as he is in every other phase of his foreign language education. Furthermore his lab drills are not so often selected for a progression in development as for filling the time. For these reasons the student can often find no value in his lab period. The student who is ready for the lab period, that is, deliberately made ready for it, is the only student who will benefit from it.

Most of the publications on the subject of the language laboratory tend to discuss specifications and hardware rather than actual use of the facilities. The manufacturers of recorded materials, also tend to discuss rationale for the exercises rather than actual laboratory use. Because the language laboratory installation has appeared relatively recently on the foreign language education scene, almost simultaneously with separate methods courses for foreign language, few teachers have had any in-depth training in the use of the lab facilities other than the installer's introduction or the publisher's discussion of the total program of materials. All too often laboratory meetings focus on the fidelity of the recording and the process of channeling the sound into the earphones rather than the teaching process. There is a dearth of information on the use of the language lab in teaching.

During the first class periods of the beginning foreign language course, while the student is being taught the barest rudiments of the foreign language and is being indoctrinated into the system by which he is to be taught, he should also have at least one introductory lesson to familiarize him with the language laboratory and its role in his education. Although most teachers do make introductory remarks upon taking a class to the lab for the first time, these remarks often take the form of disciplinary expectations, the use of the student facility, and time regulations, rather than preparing the student overtly for the varied activities he may expect during his lab sessions. The best procedure would probably consist of a tape prepared by departmental personnel. Such a tape could include in the German teacher's voice perhaps, the introduction to the student position. If such instructions were carefully prepared on tape, the class instructor could utilize visual aids (charts, a transparency with the overhead projector, or slides)

to assist the students' familiarization process. A further segment on the tape (in the Spanish teacher's voice) might explain briefly the reasons for employing the lab in the foreign language instructional program. The next step, to be presented by the French teacher, might explain the monitoring process and several examples of the different kinds of drills the student may expect (in English). Ideally the student should be called upon to respond in English, and his instructor should monitor each student to familiarize him with the process. The sample exercises in this segment might include echo drills, substitution exercises, the transformation of statements to questions, and an expansion drill—all in English. The final portion of the recorded introduction to the language lab might well contain a description of some types of evaluations to be made. This section (recorded by the Russian teacher) might well describe the teacher's daily evaluation system and the kinds of tests that can be given in the lab. Ideally, the student should be given a short quiz of five or six items, in which he merely circles the number of the correct response. The class instructor can then add a short pronunciation drill in the foreign language to complete the first lesson in the lab as a kind of "shakedown cruise."

The "first" lab lesson detailed above serves several functions from the student's point of view:

1. He is acclimated to the machinery and procedures of the laboratory in his native tongue so that he understands the reasons for his being transported to a lab;
2. He is helped to become adjusted to relying *solely* upon his hearing for lesson directions and progress and to the use of several different voices in the materials used for his instruction; and
3. He is prepared for the kinds of experiences he will have without nervous dependence on his comprehension of the language he is studying.

Teachers are well aware that approximately one third of any class grasps a direction immediately, the second third gets the idea with repetition and some further explanation, and that the final third of the group is confident only after some discussion in a third explanation or rethinking of the proposition. Teachers often forget that the students are hearing these directions *for the first time in strange surroundings*, and lastly, *in a strange voice.* To get the most from a language lab, the teacher must build student confidence that will permit concentration on the performance of the drill with no concern about the means by which the exercise is conducted.

Teachers are often reluctant to interrupt the lab session with any teaching procedure. Frequently the lab period consists of a series of drills repeated or responded to by the student in an automatic routine with occasional monitoring by the teacher. The student knows exactly what will happen for the twenty, thirty, or fifty minutes of the period. Interest would probably be higher and motivation greater if students could not predict absolutely what will occur. The machines could be stopped after one or two tapes for a recorded quiz in which the student has to circle the number of the correct response, or the machines could be stopped while the teacher conducts a rapid chain drill around the room. The teacher might announce over the all-call before a drill that she would be evaluating pronunciation of one or two specific sounds. The teacher could use "visual pattern drills" (a transparency or chart with ten or twelve items pictured as they are for the pattern response). All these activities serve to break the monotony, to stimulate greater concentration, and to enliven the period. Of course all require careful structuring and planning of the lab session.

Basic sentence or dialogue drills should be interrupted for a two- or three-minute teacher-conducted session to check progress. The teacher might want to check mastery with questions which will elicit the statement, by the first two or three words of an utterance, by the last two or three words of an utterance, or by a visual cue. Such breaks can be conducted by using the all-call or by putting aside the headsets for a rest period.

Teachers might want to try listening-comprehension exercises which require a student to raise his hand when he ceases to understand. A teacher paraphrase or further explanation or, better yet, another student's explanation will then be given. Another device for a break in the drill situation might be three or four minutes of "story building" with the teacher providing visual or aural cues to prompt individual student participation. Breaks can also be provided in long lab sessions by the teacher's use of the all-call to cue directed dialogue drills. After a pause in which all students respond, the teacher can give the correct response for reinforcement and/or correction. (Such a means of introducing directed dialogues also serves to build student confidence before he is called upon to respond individually before one's peers.)

Although teachers realize the need for seeing a film with a foreign language soundtrack at least twice, they often forget that the ideal place for the second viewing is the language laboratory. After the preparation for the film and the first viewing in the classroom, the student is ready to listen to the soundtrack with real concentration. The language lab affords him the kind of fidelity most rewarding to the intense concentration required, particularly if an outline has been developed and the student is

permitted to make notes. (The provision of the outline, of course, will encourage him to make his notes in the foreign language in order to complete it in a form most useful to him for the follow-up activities.)

Teachers should also pay attention to the "operating room" atmosphere of most language laboratories. Although most teachers are conscientious about the bulletin boards and displays in their classrooms, the language lab is often a steel wonder, completely unadorned. Systems of alternating displays can be set up (German in September, French in October, Latin in November, and so on) or there should be permanent *attractive* displays up—the flags and posters of the countries whose languages are taught, perhaps.

Much doubt has been cast on the value of recording student performance in the secondary school lab facilities because of the problems of the recording process itself and the tedious correction process. Despite the fact that the recording is probably of negligible value from the standpoint of language improvement, the recording process can have real value from the standpoint of student motivation. In the early stages of foreign language education, particularly if there is a pre-reading period of any duration, recording gives the student a feeling for a *tangible* demonstration of his abilities. Like the test paper, the recording serves to *show* the student some evidence of his prowess in the language. However much teachers might hope that the scientifically sound or researched procedures will give the student the right attitude toward the experience he is having, the cold, hard fact remains that the student's feelings cannot be predicted or graphed. *Some things are done because there is evidence that they are pedagogically sound, others because they give the student a feeling of accomplishment—they made him "feel good."*

The same approach to the use of the language laboratory must be taken as to every other phase of instruction; the teacher must play his class like an instrument, reacting to boredom and frustration with a rapid change of pace. This means that he must be prepared to interrupt the program at any point. The best kind of lesson plan will always include two or three ready alternatives. Language laboratory teaching is much more than having a supply of recorded materials and knowing how to manipulate the controls.

Sample Lessons for the Language Laboratory

Here is the outline of a model lesson such as may be used in an elementary foreign language course. There are a few points which must be observed in such a teaching situation:

1. The purpose of laboratory work is to practice teaching material by listening and speaking.
2. All practice in the language laboratory should aim at the extension and deepening of audio-lingual skills in the mastery of materials previously introduced in the classroom.
3. All laboratory exercises fulfill the purposes of:
   a. Enabling the student to gain self-confidence in language skills through listening comprehension practice, discrimination exercises (sound and structure), and imitation of the language patterns presented by native speakers on tape, and
   b. Requiring the student to transform and apply such patterns in varied response-type exercises, the correct solutions of which are reconfirmed by the speaker on the tape.
4. The purpose of the electronic equipment is threefold:
   a. Economizing students' time in a group class scheduling system. (All students practice at the same time but can be monitored individually by the teacher at any time. The machine continues a carefully prepared program of high-quality native speech materials while the teacher's attention may be focused on the students' performance.)
   b. Practice and self-testing. In the language laboratory operated as a library and/or for individualized programmed instruction, the language laboratory is used as a teaching machine and is not systematically supervised.
   c. Correlating aural materials with programmed visual materials, e.g., slide series or film strips or 8 mm film casettes.

Obviously a language laboratory offers many positive pedagogical advantages. There are also some limitations and dangers to be aware of. These include the following:

1. The language laboratory is not the panacea for all difficulties in language learning. In most cases poor pronunciation cannot be corrected by every student simply through extended laboratory practice.
2. The loss of the eye-to-eye contact with the teacher will have a more adverse effect on some students than on others.
3. The tape cannot (or cannot yet) adequately correct and evaluate the student's performance. This is the teacher's task while he supervises laboratory practice. A very satisfactory degree of self-correction can be reached by the majority of the students through the four-phase technique.
4. For lack of experience in the foreign language, recording of the student's work and playback of both the master and the student response is of limited value over a longer period of time and should be sparingly used in the first level of language learning.
5. All lesson practice in the laboratory should be fairly short (in general, lab work with adolescents should not exceed twenty minutes at a time) and meaningful, i.e., logical in context; otherwise fatigue and falling off in motivation will defeat the purpose of laboratory work. A main function is to reinforce the audio-lingual skills of the student. Most of the work should be done *without* the support of the printed text.

Audio-lingual creative exercises should be presented in the following way: Most pattern drills will consist of four phases of stimulus and response:

Master stimulus
Student response (imitation)
Master confirmation
Student repetition

On the tape a blank space after the cue provides a pause in which the student responds. The correct answer is then repeated with an additional blank space so that the student, once more, repeats the pattern correctly, in case he did not do so in his first attempt. Furthermore, this method will reinforce him if he did respond correctly.

Step One:

The first step in presenting a new grammatical difficulty is the listening or demonstration drill, or simply the presentation, which demonstrates a grammatical (or sound) feature which is isolated from an introductory dialogue and is then drilled in variations. This is done in order to provide the student with sufficient listening practice and overlearning through repetition before he attempts to apply the newly-acquired habit creatively in a new problem situation.

Step Two:

After a sufficient number of frames for overlearning have been presented, the student is given a problem situation requiring him to make either a transformation, substitution, replacement, extension, recombination, or simply positive or negative response, fixed increment contractions, integration, rejoinder, etc. Now the student will apply his skill in mastering a certain grammatical or sound difficulty in a specific type of creative exercise. In doing so he again reinforces a specific habit, but he uses his thinking ability in creating analogous responses. The procedure again

follows the four-phase technique so that after his first attempted response the master gives the correct response which is again repeated by the student. In the various types of creative drills, cues may or may not be given depending on the type of exercises. It is essential that the pauses be several seconds longer than a native speaker would require.

It has also been suggested that the four-phase drill should be extended to a fifth phase in order to reinforce the last student imitation by leaving the correct native response as the last impression in his mind. Recently manufactured language laboratory equipment also provides for a foot-pedal to be used as a pause switch. If this facility is available, no pauses need be provided for on tape because the student can adjust the length of the pause to his own needs. Future language laboratories will also provide for a self-pacing as well as self-correcting device. A fully-automatized self-evaluation procedure could be activated through a meter-control released by an electric impulse if the student's response did not meet the required standard. Such pieces of equipment have already been developed by special institutions for certain functions such as SAID in the research laboratory of the University of Michigan.

The Laboratory Period

In the time devoted to practice with taped materials, either in the language laboratory or in the electronic classroom, previously introduced language elements are reinforced and extended. Depending upon the time and materials available, the dialogue or parts of the dialogue, may also be drilled. The total practice time spent in the laboratory should not exceed twenty (20) minutes of actual work with taped materials. If the class must spend more time in the laboratory because of scheduling arrangements, special care should be taken to spend time before and after pattern practices with other activities related to the lesson or reviewing previous lesson materials and sound drills.

Usually a lab period, like any other class period, should begin with a warm-up phase, consisting of greeting forms, small talk questions, or intonation drills. The teacher should always be ready to break up the programmed tape practice if fatigue or learning difficulties arise. Songs are especially beneficial after a highly concentrated pattern practice. If a break is needed because of fatigue or learning difficulty, the teacher should be prepared to supply additional reinforcement and *variations* of the materials being learned either directly or through the all-call system.

As a rule, the printed text should not be used when practicing in the language laboratory. Visual aids, that is, pictorial material, whether in the text, on charts, on transparencies for overhead projector, on film or filmstrip, or on video-tape screens mounted in the booths, can be invaluable in many phases of laboratory work and should be used whenever possible.

The Dialogue

The dialogue should be introduced in the classroom. Before the presentation of the actual dialogue, before the introduction, recitation and practice of the full dialogue, the teacher should present extremely short sentences in the foreign language, describing the situation of the teaching unit in its sequence. He should build on already known vocabulary and use cognates, visual aids, realia, or even 8 mm films to facilitate student comprehension. The purpose of this first phase is to preview, to motivate, and to help students develop skill in association and in intelligent guessing. The teacher lays a foundation for later practice, using as many key-words and short phrases taken directly from the dialogue as possible. Students should take active participation in this preliminary introduction by repeating after the teacher both chorally and individually. This phase also provides an excellent chance for the instructor to "pre-feed" a kind of passive recognition of phonemic and structural features. All the basic elements of the dialogue portion to be introduced later should be included in this drill.

This approach has proved more successful in motivating students than the procedure of presenting the dialogue in full as the first step and then beginning with word building or pattern drills. *The teacher leads the student carefully into the new situation, arousing his interest in the semantic and structural features of the exercise, then presents and practices the dialogue in sections, and only after some mastery of the dialogue does he start isolating sound and structure patterns.* In this way the student goes through a small increment step procedure which gradually builds up his confidence and his ability to retain the material without the aid of a printed text. The terminal performance desired is, of course, the ability to reproduce the full dialogue in a role playing situation, the ability to answer questions, and the chance to apply the new structures and lexicon in different situation.

A pre-dialogue classroom procedure somewhat like the following is suggested. (Although the entire exercise would be carried on in the foreign language in the classroom, the illustrations are in English for the purposes of economy.)

Today we shall be working with a telephone conversation (call).
Betsy is talking with Suzie on the phone.
Betsy is phoning Suzie.
This is a telephone conversation (call).

Do you understand? Do you understand "telephone conversation (call)"?
Please repeat: "A telephone conversation (call)."
Betsy lives in Chicago and Suzie lives in Atlanta.
Chicago is far away from Atlanta.
Chicago is a long distance from Atlanta.
"Far" is fern in German
Please repeat: "Far."
Chicago is far away from Atlanta. Therefore, Betsy is making a long distance call.
Repeat: "Betsy is making a long distance call."
Betsy says to the operator, "Please give me Chicago."
Repeat: "Please give me Chicago."

The teacher calls for both full choral repetition and for individual repetition. Choral repetition should precede individual repetition or recitation.

The area code is 312.
Repeat: "The area code is 312."

(In German, "area code" is a German compound, *die Vorwählnummer;* in such instances the teacher might want to make a very brief explanation that would enable students to make more intelligent guesses in future situations which are comparable.)

Repeat: "The area code."
Repeat: "The area code is 312."

At this stage the teacher might spend some time during drilling personalized expressions such as: "Our area code is 812" or "I don't know the area code" or "The area code in ..... is ....." She might want to review numbers by writing various groups of three numbers on the board and have students recite these numbers in the sentence, "The area code is ....."

The number is 435-6211.
Repeat: "435-6211."
Repeat: "The number is 435-6211."

The teacher can, at this point, call upon individual students to recite their phone numbers.

The teacher, after this preliminary dialogue procedure, can then proceed to the introduction of the portion of the dialogue to be drilled and mastered. This introduction to the actual dialogue should be accompanied by some sort of cues, probably visual aids, to stimulate the students by non-verbal cues occasionally and to help the students recall and make the associations necessary for comprehension and understanding. The drills in the language laboratory, depending on the time and materials available, should not exceed twenty (20) minutes of actual concentrated work with taped materials.

One commonly used taped dialogue format is as follows: the segment of the dialogue being taught is repeated by the speakers in a normal conversational manner, each speech is isolated into separate sentences and portions of sentences for student imitation and re-assembled, and finally the complete segment is repeated. While this is an excellent framework for the first two repetitions, it begins to pall on students by the third time through. Some dialogue variation might provide cues for each speech by the first two or three words in the speech, then breaking down only by sentence, by drilling only one role at a time with the other speaker(s) merely being heard. Depending on the lab facilities, students can be paired for drill so that confrontation and expectation become part of the conversational practice (in some facilities any two or three students can be plugged in to hear each other). Ideally, no more than five to seven minutes of the twenty-minute period should be devoted to dialogue practice. Although teachers have little time for tape preparation, advanced students with good pronunciation and intonation can assist with the preparation of adequate drill tapes, and the variation in exercise will prove worth the extra effort in pupil performance and learning.

The Pattern Practice

Although there are probably more commercially prepared materials on pattern drills than on any other oral-aural exercises, they are undoubtedly the most difficult for teachers to handle. They easily become tedious and student interest can be lost quickly.

Ideally, if the core of the lesson is a dialogue, students should be drilling on pattern practices which are extensions of some pattern in the dialogue which students have or are mastering. In the time devoted to practice with taped materials in either the language laboratory or the electronic classroom, previously introduced patterns are reinforced and extended. Now new material should be introduced in the laboratory.

The same principles or rules which extend to the teacher's use of the pattern practice in the classroom generally extend to the use of the pattern drill in a laboratory facility.

1. Start with a model each time you begin a new drill. Give two or three examples if necessary. A model is more helpful than long complicated directions.
2. There is little need for English. Always use the foreign language when drilling.

3. Have the entire class respond chorally at first, then work to the individual.
4. Keep the pace lively. A drill session should "snap."
5. Make use of gestures, such as: "entire class," "this row," "who can answer," "just listen," etc.
6. Keep your cues clear. They should never be confusing.
7. Keep simple. Don't involve more than one change at first. Eliminate extraneous words and phrases.
8. Limit the number of items to eight to ten per drill type.
9. Keep speed up to normal. Don't allow "sing-songy" intonation.
10. Watch out for distortion. Don't overemphasize the changed form or word.
11. Don't create a problem-solving situation. Give the answer if the student hesitates or go back to the full group or to another student for the correct response. (Come back to the first student later.)
12. Don't repeat the response with the students. You should be listening sharply for errors.
13. Give reinforcement and have the students repeat the correct response. (You may want to eliminate the repetition of your reinforcement if the drill is going well.)
14. Don't introduce new vocabulary items. Use simple, well-known words.
15. Prepare your drills before class. You will seldom be successful if you make them up on the spur of the moment. Have more items prepared than you think you will need.
16. Write items down on a 3" x 5" card which you can carry around. Don't bury your nose in a book.
17. If the drill proves difficult, don't insist on using it—throw it out or save it for later.
18. Go from easy to difficult drills, but make the drills challenging.
19. Keep your choices random. Don't go down rows, student by student.
20. Move around the room while drilling.
21. Avoid private conversations with one student or a small group while the rest of the class does nothing.
22. Be alert for pronunciation and structure errors and correct them. Don't be afraid to interrupt the session to work with a pronunciation drill.
23. Insist on volume from students.

Pattern drills can be drudgery, but they don't have to be. It is also possible for a student to repeat without understanding. You must make drills interesting and meaningful. The following suggestions may prove helpful.

1. Vary the drills. There are many different types and a change is refreshing, even if it is on the same grammar point.
2. Cues do not have to be verbal. Try to give them in other ways, such as:
   a. Colors (painted or color paper)
   b. Pictures of objects, actions, etc.
   c. Actions or gestures (shake head, nod, frown, etc.)
   d. Signs (question marks, numbers, +, etc.)
3. Alternate your voice with tapes and records where available.
4. Divide the class into two or more sections and have each section make a different transformation in the drill.
5. Have different pupils take the teacher's role.
6. Drills can be brought to life with drama.
   First student tells another to do something. Second student performs the action and says what he is doing. Third student is asked what second student is doing and he answers.
7. Brighten up the drills with personal interest. Use names of students in the class, the principal, movie and sports celebrities, etc.
8. Intersperse drills with other activities (dialogues, songs, reading, etc.)
9. Use humor where possible. (Santa Claus goes to school. Do you live in Lower Slobbovia? The girl scared the mouse. Etc.)
10. Vary volume as a change of pace. (Loud, soft, whisper, singing, "old man," falsetto, etc.) Sometimes you can vary dialect.
11. ALWAYS BE ALERT FOR BOREDOM. WHEN YOU SEE THEY ARE GETTING TIRED, CHANGE TO ANOTHER ACTIVITY!

Because the student's concentration must be very intense if the patterns are to be mastered, such drills should be kept to five or ten minutes. Preferably five minutes of pattern practice should be followed by five minutes of dialogue practice or two or three minutes of a song, followed by another pattern drill, and so on. Because the student's attention span and benefits from laboratory practice tend to give diminishing returns if the period extends much over a half hour, programming must include a variety of exercises for the laboratory period. Pronunciation drills, intonation practices, pattern drills, dialogue drills, listening-comprehension exercises, songs, question-answer drills, and some fun tapes (dramatizations, radio broadcasts, music, jokes) must be judiciously intermingled so that the student is able to participate actively and intensely for a period of time, relax his concentration and participate passively, and then renew his intense concentration during the lab session. Although the commercial tapes tend to place all pronunciation drills on one seven-inch reel, all

pattern practices on other seven-inch reels, and so on, one type of drill should never be used for the entire lab session of twenty minutes to an hour.

Student laboratory success, of course, tends to be in direct proportion to the amount of teacher monitoring and correction. The average student will respond with the correct pattern if he understands the process or with correct pronunciation if he hears it. It is the rare and the well-trained student who can correct himself without teacher assistance. The laboratory session also becomes more meaningful to the student as an integral and important part of his learning experience if both laboratory quizzes and tests are given.

The best recorded materials at present offer four phases of stimulus and response:

Master stimulus
Student response
Master confirmation
Student repetition

The pause after the master stimulus permits the student response. The pause after the master confirmation permits reinforcement through the student's repetition of his own correct response or immediate correction of his incorrect response through repetition.

The first step in the presentation of a pattern is the listening or demonstration phase in which a structural or phonetic feature is isolated from the introductory dialogue (basic sentence, narrative) and repeated for student imitation. In the following demonstration the student would repeat both sets of utterances.

I saw John.	I saw him.
I heard the music.	I heard it.
I called to the boy.	I called to him.

After repetition of the introductory demonstration the student is usually given a substitution drill in which he is called upon to substitute the second of the responses he repeated in the demonstration phase for the first of these utterances.

Stimulus: I saw John. Student: I saw him.

Further exercises may call upon the student to make integrations (Cue: never. I never saw him), positive or negative responses (I didn't see him), rejoinders (Where did you see him?), transformations (He was seen by me), recombinations (You mentioned the boy. I met him.—I met the boy whom you mentioned), and so on. Cues may or may not be given depending upon the type of exercise.

In a single laboratory session a student would probably be called upon to drill a structure only in the demonstration and substitution phases. In a subsequent drill he might then be asked to drill the substitution, integration, and positive or negative response phase. Generally speaking, recombination and transformation drills, because they are the most difficult, would be the final phase or would occur during a later lesson. It must be kept in mind throughout such exercises that the well-constructed drills will present passive introductions of structures which are not isolated and drilled until they have been presented through a number of lessons. Thus, the most difficult manipulations will be kept for later lessons to be presented after the student has mastered the structure.

Listening-Comprehension Exercises

If listening-comprehension exercises are not a part of the teaching text, teachers can often use recombination exercises—parts of two or three previously learned dialogues in a recombination dialogue or a previously mastered dialogue presented as a narrative—in order to develop student's listening-comprehension. Such exercises can prove a welcome respite from the pattern practice in the lab period when presented through the all-call. The teacher may ask students to raise their hands (if they do not understand) to have him rephrase or paraphrase. These exercises are usually more successful if the student is simultaneously presented with some visual stimulus. If visual cues are used in teaching the original dialogues, these same cues can often be used for recombination listening-comprehension exercises.

Films with foreign language soundtracks should also be used in the laboratory facilities whenever possible so that the student can hear the foreign language clearly and with fidelity because of the intense concentration required. Such films should be shown twice—once to permit the student to become accustomed to the voice and the subject matter and a second time to gain some information. The preparation of students for such presentations cannot be stressed enough. There should be preparatory introduction and "pre-feeding" of the general idea of the film, the first viewing, an outline or discussion of the salient points, the second viewing, and then the final discussion and/or question-answer exercise.

Songs

Songs can be used both for the betterment of pronunciation and for a rest between more formal drills. The student's level of proficiency, however, must be kept in mind so that first-level students are not called upon to retain more than they are capable

of doing. Many teachers have the students listen to the song two or three times, then model the lyrics for student imitation several times through before setting the lyrics to music. After such a procedure students can sing along with a tape or record. Generally speaking, the learning of two or three songs in the manner outlined is preferable to the reading of lyrics of many songs from a song sheet. Memorization will allow for better pronunciation than the reading of many unfamiliar and/or unmastered lexical and structural items. Simple rounds are very good for first-year groups.

Sample Lab Sessions

Warm-up: 2-3 minutes
Intonation Drill—Questions and Exclamations

Pattern Drill: 5 minutes
Demonstration Phase/Substitution Drill
Direct Object Pronouns

Dialogue Drill: 5 minutes
First Quarter of Dialogue

Song: 2-3 minutes
Round—twice (taped accompaniment)

Pattern Drill: 5 minutes
Substitution Drill—Negative Response Exercise.
Direct Object Pronouns

Warm-up: 2-3 minutes
Dialogue Drill (First Quarter)

Pattern Drill: 5 minutes
Negative Response Exercise/Integration Drill
Direct Object Pronouns

Listening Comprehension: (all-call) 2-3 minutes
Recombination Dialogue—(two previously learned dialogues plus visual cues)

Pattern Drill: (Review) 5 minutes
Transformation Drill—(of lesson learned earlier)

Intonation Drill: 2-3 minutes

Quiz:
Past Tense Verbs—Questions and Exclamations
(Students given answer sheets to write "!" or "?" to identify sentence type read by teacher.)

Whatever the exercise or however the lab session is programmed, the teacher must be prepared at all times to stop the procedure, to rephrase, paraphrase, or do a substitute exercise for clarification purposes. Repetition without understanding cannot lead to mastery. When the exercise provided does not meet the student's needs, an intermediate type of drill will have to be given to bridge the gap. In some instances it may be necessary to drop the exercise and the structure altogether in order to give the students some experience of success before approaching the problem again.

The hour-long lab session provides even greater need for variety. Use ten- to fifteen-minute intervals for teacher-conducted exercises—chain drills, directed dialogues, conversation stimulus drills, and the like.

Reading and Writing in the Lab Facilities

The language laboratory or the electronic classroom as a teaching device is intended to assist in the development of speaking and listening skills. For that reason, reading and writing skill development materials have few exercises designed for laboratory usage.

The lab facilities can be used to a limited extent in the development of reading skills, especially in the early stages when sound and symbol (phoneme and grapheme) identification may be a problem. Although reading aloud is an ability apart from the ability to read, nonetheless the teacher must check the student's grasp of reading through some oral production. The following exercises may be of value in a lab setting.

1. Visual aids (particularly transparencies for the overhead projector) with the graphic symbol under consideration for sound identification (for example, the German *ü*, the Russian *B*, or Latin *ae*) in color to focus the student's attention on this phenomenon when synchronized with recorded materials can prove very valuable and often more meaningful than lengthy descriptions. The visual presentation can be controlled by the teacher with the appearance of the printed material with a pause for the students' oral reading, and then a recorded response for his correction or reinforcement through repetition. Recombination dialogue reading exercises can also be presented in this fashion line by line.
2. Recordings of materials being read are good as "pre-fed" listening-comprehension exercises and can then be used in segments for "reading along" pacing exercises. There should not be massive doses of such exercises, but some should be used to develop the student's ability to transfer his oral proficiencies to his reading procedures.

Reading exercises, as is true with all laboratory exercises, should never become mere echo and repetition drills. In the early stages of reading the teacher can avoid the manifestation of inhibition by presenting the material to be read in small doses, asking the student to read aloud into his own headset, then providing the correct oral version of the material to be head for his repetition. Care must be taken in the early stages of reading to see that the student does not read only the dialogue speeches in the original order. The skill he will be calling upon in such instances will not be so much reading skill as recall of the previously mastered material. Recombination or reordering of the dialogue is essential to be certain that the student is actually reading the material.

Writing such exercises as a series of oral vocabulary items is probably of minimal value, but many teachers feel that dictations have value. If dictations are to be given, the "spot" dictation is probably of more value than the formal full dictation. In a spot dictation the student paper looks like this:

Henry and Marie _____ *in the library. Marie was talking* _____ *and the librarian had to ask them* _____.

The student hears:

Henry and Marie were studying in the library. Marie was talking much too loud and the librarian had to ask them to be more quiet.

The student then fills in the missing items he hears. If dictations are used, the reading should not be abnormally slowed; two or three readings at normal speed are preferable to a slowed-down or overly enunciated presentation.

The potential uses of language laboratory facilities are yet untapped. Some programmed materials designed for individual instruction are beginning to show highly creative and innovative synchronization of visual, aural, and textual media. Stop mechanisms are being used to permit the student to proceed at his own rate and to replay necessary segments immediately.

It has been suggested that the ideal approach to skill development which has variety might be to master the first unit of material only orally, learn to read the first unit while reading the second and mastering the third, and so on. This approach allows the "eye minded" student to function with some security from the very early stages and provides more variation in exercises than the lengthy pre-reading periods sometimes permit. The approach also permits review and re-entry and could lead to mastery while alleviating some of the need for the tedious repetition which often proves so frustrating to the older child learning his first foreign language.

Testing and Evaluation in the Language Lab

Testing and evaluation must be as much of the language laboratory period as they are of any other class period. The student will perform in the laboratory just so long as some kind of evaluation of his activities there is carried on. The secondary school student is not capable of gauging his own progress by the number of times he is monitored and corrected (to those not having corrections made, it may well seem that the teacher is not paying any attention to them). He must have an obvious evaluation which is presented to him as a record to gauge his progress by a previous record with which to contrast his present state of development. Teacher should obtain copies of some good information on foreign language testing* and use these materials as guides in preparing short quizzes which can be readily scored.

Some suggestions as to the types of tests that may be given in the language laboratory include:

A. Pronunciation and Intonation Exercises

1. Same-Different Answers
   a. Pairs of Sounds
   b. Intonation Patterns
2. Punctuation Answers (. , ? !) in Intonation Identification
3. Brief Recorded Echo Tests

B. Comprehension Exercises

1. True-False Answers
2. Circling the Correct Number of Possible Responses Given Orally
3. Checking Correct Printed Answer to an Oral Question
4. Using "+" and "O" Answers to Indicate Validity of Statement in Application to a Visual Situation, or Rejoinder Situation

C. Structure Exercises

1. Writing S and P to Indicate Number in Appropriate Situations
2. Written Pattern Drills with Single Item Responses (Best given for two or three lessons prior to the lesson being studied so that the student is capable of producing the written forms easily)
3. Tense Identification Exercises
4. Very Short Recorded Patterns (1-6 utterances)

D. Question-Answer Exercises

1. Student Hears Question, Writes Complete Sentence Answer
2. Student Hears Statement, Writes Appropriate Question

(Some of these same exercises, of course, can be conducted by the teacher with the intercom while students are working. It is always advisable, however, to have some sort of evaluation scheme set up in advance with some notification going to the students as quickly as possible.)

If the dialogue is used as the core of the lesson presented and if students are called upon to master the dialogue, then provision must be made for the evaluation of the student's presentation of it. Teachers might find it useful on some occasions to test the student's dialogue mastery in the language laboratory by plugging in two students simultaneously to hear their recitations while the rest of the class is occupied with another exercise. In such instances a dialogue checksheet is valuable so that the teacher can mark the checksheet while the students are reciting and then come back to the actual grading when she has more time. Such dialogue sheets may be kept and given to the student later or merely kept on file. (See Sample Dialogue Checksheet.) Students should, of course, always be notified in some form as to the grade or evaluation which has been made.

The student interest in the studies pursued in the language laboratory often drops because there is no attempt to show the student just exactly what it is he is accomplishing during his lab periods. A simple expository sentence now and again will not suffice: a student needs some kind of tangible proof. (Any experienced teacher knows that to tell a student that something will not be tested is to give him permission not to do the assignment.) A laboratory quiz system will help the student to feel that there is some real progress made in the lab and the quizzes will also serve to prepare him for the more important unit tests which have sections to be administered in the laboratory. *The language laboratory is only as strong as the instructional plan into which it is fitted.*

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* Some suggestions in this area are:

The Harcourt, Brace and World, Inc., *A-LM* tests to accompany their teaching materials in French, German, Russian, Spanish, and Italian.

Lado, Robert, *Language Testing*, London: Longmans, Green & Co., Ltd., 1961.

Valette, Rebecca M., *Modern Language Testing*, New York: Harcourt, Brace and World, Inc., 1967.

Valette, Rebecca, "Laboratory Quizzes: A Means of Increasing Laboratory Effectiveness," *FL Annals*, Volume I, Number 1, October 1967, pp. 45-48.

Name _____

Dialogue I: Propre Ludum

M. Vidē, Tiortiat Tibi
necessse est rēdire domum.

T. Mōx vidē.

M. Puellae fēminēnae rēdi sunt
discipulae (in vidē) Water
dē dicunt. [Vidē domum!]

Mispronunciation: M'

Omitted (Not known): ( )

Intonation: [ ]

Grade: C

Name _____

Dialogue I: Propre Ludum

M. Vidē, Tiortiat Tibi necessse
est rēdire domum.

T. Mōx vidē.

M. Puellae fēminēnae rēdi sunt
discipulae in vidē. Water
dē dicunt. Vidē domum!

Mispronunciation: M'

Omitted (Not known): ( )

Intonation: [ ]

Grade: A-

Appendix

The Indiana State Advisory Committee for Foreign Languages

The Indiana Language Program, a unique ten-year program at Indiana University designed to extend and improve foreign language learning in the state of Indiana and supported by a grant from the Ford Foundation, began actual operations in October of 1962. Dr. George E. Smith was the first director of the Indiana Language Program. The program began its operations under the guidance of an Indiana University advisory committee headed by Dean Samuel E. Braden.

The desire, at the very outset of the Indiana Language Program, was to make it a truly state-wide service program and to seek the cooperation of all interested individuals within the state. The ILP, jointly with Mr. Clemens L. Hallman, then Indiana State Foreign Language Supervisor, worked for the formation of an Indiana State Advisory Committee for Foreign Languages. The first committee was named by Superintendent William E. Wilson of the Indiana State Department of Public Instruction. The committee was organized to serve both the Indiana State Department of Public Instruction and the Indiana Language Program. The members of the committee also provide a closer link with foreign language teachers and school administrators throughout the state, giving everyone a stronger voice and more personal representation in the workings of the two organizations. Foreign language teachers, administrators, and the general public are advised to feel free to communicate their ideas to the members of the committee and, thus, to the Indiana State Department of Public Instruction and to the ILP. The committee is composed of representatives of lay organizations, administrations, guidance organizations, public and private schools, and colleges and universities of the state of Indiana.

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A Selective Bibliography on the Language Laboratory

(Methods, Materials, Equipment, and Organization)

Abbreviations:

GQ	German Quarterly
FR	French Review
IRAL	International Review of Applied Linguistics
MLJ	Modern Language Journal
IJAL	International Journal of American Linguistics
HISP	Hispania
VISED	Visual Education
AVI	Audiovisual Instruction

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